

BULLETIN

**APPALACHIAN STATE
TEACHERS COLLEGE**

SUMMER SCHOOL NUMBER

First Term
June 9 to July 17

Second Term
July 21 to August 28



BOONE, N. C.

May, 1931



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BULLETIN

**Appalachian State Teachers
College**

New Series

Vol. XXIX, No. 2

May, 1931,

SUMMER SCHOOL NUMBER
for 1931

An "A" Grade College

Co-Educational

Boone, N. C.

Issued Quarterly
Entered as second class matter at the postoffice
Boone, North Carolina.

CALENDAR FOR THE YEAR 1931-1932**SUMMER SCHOOL 1931**

First term begins	June 9
Registration	June 9
Class work begins	June 10
First term closes, examinations.....	July 17
Second term begins	July 21
Registration	July 21
Class work begins	July 22
Second term closes, examinations	August 28

REGULAR TERM 1931-1932

Fall term begins	September 1
Registration for Freshmen	September 1
Class work begins for Freshmen	September 2
Registration for Upper Classmen	September 3
Class work begins Upper Classmen	September 4
Fall term closes, examinations	November 21
Winter term begins	November 23
Registration	November 23
Class work begins	November 24
Thanksgiving Holiday	November 25
Christmas Holidays begin	December 19
Winter term resumes	December 29
Winter term closes, examinations	February 20
Spring term begins	February 20
Registration	February 22
Class work begins	February 23
Spring term closes, examinations	May 7

BOARD OF TRUSTEES

W. C. NEWLAND, <i>Chairman</i>	Lenoir, Caldwell County
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H. H. SULLIVAN	Asheville, Buncombe County
HUGH CRANER	Wilkesboro, Wilkes County

EXECUTIVE COMMITTEE

J. M. BERNHART, <i>Chairman</i>	W. C. NEWLAND
G. P. HAGAMAN	

FACULTY

- B. B. DOUGHERTY, B.S., Ph.B., D.Lit. *President*
Student, Wake Forest College, 1892; Student, Holly Springs College, 1893; Principal, Globe Academy, 1893-'94; B. S. Carson-Newman College, 1896; Professor, Latin and Psychology, Holly Springs College, 1896-'97; Ph.B., University of North Carolina, 1899; Co-Principal, Watauga Academy, 1899-1903; Superintendent, Appalachian Training School, 1903-'21; Member Text Book Commission, 1916; County Superintendent, Watauga County, 1899-1916; President, Appalachian Training School, 1921—; D.Lit., 1926, Elon College.
- MRS. D. D. DOUGHERTY *Treasurer*
Student, Holly Springs College.
- J. D. RANKIN, A.B. A.M., S.T.D. *English*
A.B., Rutherford College, 1898; A.M., Oskaloosa, 1912; S.T.D., Oskaloosa, 1922; Principal, Cleveland Schools, 1903-'05; Principal, New London High School, 1905-'10; Professor of English, and Vice-President, Scarritt, Morrisville College, 1911-'14; Superintendent, City Schools, Norwood, Bessemer City, Cherryville, 1914-'21; Professor, English, Appalachian Training School, 1921—.
- V. C. HOWELL, A.B., A.M. *History*
A.B., Wake Forest College; Principal, Watauga Academy, 1922-'23; A.M., Columbia University, 1926; Graduate Student, U. N. C., summer quarter, 1930.
- MRS. VAN G. HINSON, A.B., A.M. *French*
A.B., Lenoir-Rhyne College, 1921; A.M., Duke University, 1928; French, Appalachian State Normal School, 1921.
- J. T. C. WRIGHT, A.B., A.M. *Math. and Physics*
A.B., U. N. C., 1917; A.M., Peabody College, 1928; Graduate Student, Peabody, summers 1929 and 1930; High School Principal, 1917-1920; Math. and Physics, Appalachian State Normal School, 1920.
- J. A. WILLIAMS, B.A., M.A. *Geography*
B.A., Wake Forest College, 1901; M.A., Columbia, 1916; Graduate Student, Peabody College, summer quarter, 1930.
- A. R. SMITH, A.B., A.M. *Chemistry*
A.B., Wake Forest College, 1921; A.M., University of North Carolina, 1926; Appalachian State Normal School, 1921.
- MAUDE E. CATHCART, B.S., M.A. *Biology*
B.S., Greenville Womans College, 1926; A.M., Peabody College, 1929; Graduate Student, Peabody, summer quarter, 1930.

- CAROLYN WEAVER, B.S., M.A. *Primary Education*
B.S., 1925; M.A., 1928, Peabody College.
- PERCY L. THOMAS, B.A., M.A. *English*
B.A., Miss. Teachers College, 1929; M.A., Peabody College, 1930.
- HERMAN R. EGGERS, A.B., M.A. *Grammar Grade Education*
A.B., Carson-Newman College, 1922; M.A., Peabody College, 1927; High School Principal and Athletic Coach, 1922-1927; Elementary School Principal, Parker District, Greenville, S. C., 1927-1929; Grammar Grade Education, Appalachian State Teachers College, 1929.
- A. M. NORTON, A.B., A.M. *English*
A.B., Duke University; A.M., Oskaloosa College, Iowa; History and English, Scarritt-Morrisville College, Mo.; English, Carolina College; President, Weaver College, 1920-1923; English, Appalachian State Teachers College, 1925.
- IDA BELLE LEDBETTER, A.B., A.M. *Biology*
A.B., Meredith College; A.M., University of North Carolina; Graduate Student, University of Chicago.
- CHAPPELL WILSON, A.B., A.M. *Psychology*
A.B., Wake Forest College, 1920; Principal, Lumber Bridge High School, 1920-'22; Work completed Peabody, 1924; M.A., degree; General Education Board Fellowship, Peabody, 1929-1930; Education and Psychology, Appalachian State Normal School, 1922; Education and Director of the Demonstration Schools, 1924.
- ELIZABET CROWE, A.B., M.A. *Physical Education*
A.B., Milligan College, 1929; M.A., Peabody College, 1930; Director, Physical Education for Women, Appalachian State Teachers College, 1930.
- J. M. DOWNUM, A.B. *Registrar*
A.B., Trinity College, 1885; Minister; Principal, Weddington Academy, 1908-'10; Professor of Latin, Davenport College, 1907-'08; Professor of Latin, Appalachian Training School, 1910—.
- G. L. SAWYER, A.B., *Psychology*
A.B., Lenoir-Rhyne College, 1915; Graduate Work for M.A. Degree at University of North Carolina, 1917-'21; for Ph.D. Degree, *ibid*, 1922-'23; Principal, Hickory City Schools, 1915-'16; Principal, Dallas Graded School, 1916-'18; Principal, Gastonia City Schools, 1918-'27; Psychology and Education, Lenoir-Rhyne College Summer School, 1924 and 1925; Psychology and Education, Appalachian State Normal School, 1926—.
- LILY DALE, B.S. *Home Economics*
B.S., Peabody College; Graduate Work, Peabody College and Teachers College, Columbia University.

- VAN G. HINSON, A.B.....*Education*
Student two years, Appalachian State Normal School; A.B., Lenoir-Rhyne College, 1928; Graduate Student, Duke University, summers 1928, 1929; Education, Appalachian State Teachers College, 1928.
- G. P. EGGERS, A.B.....*English, Asst. Ph. Ed.*
A.B., Carson-Newman College, 1927; Graduate Student, Duke University, summer 1929 and 1930; Appalachian State Normal School, 1927.
- ELIZABETH RUCKER, B.S.....*Art*
B.S., State Teachers College, Farmville, Va.
- VIRGINIA WARY, B.M.....*Music*
B.M., University School of Music, Lincoln, Neb.; Piano Student with Mollie Margolies, Chicago Musical College; Student in Interpretation with Rudolph Garry, Chicago Musical College.
- C. B. JOHNSTON, B.A.....*Physical Education*
B.A., Wake Forest College, 1923; head football coach, Greensboro High School, 1923-'25; head coach and director of physical education, Clarkson College, Potsdam, N. Y., 1925-'29; head coach and director of physical education, Appalachian State Teachers College, 1929.
- LEONARD E. EURY, A.B.....*Librarian*
A.B., Duke University, 1926.
- ANTONIUS ANTONAKOS, B.S.....*Asst. Math. and Physics*
B.S., High Point College, 1929.
- I. G. GREER*Citizenship*
Graduate, Appalachian Training School, 1906; Student, University of North Carolina, 1906-'07; Summer School, Columbia University, 1915; History, Appalachian Training School, 1910—.
- A. J. GREENE*Assistant in English*
Graduate, Appalachian Training School, 1906; Wake Forest College, 1907-'08; Student in Extension Division of University of North Carolina; Teacher in Rural Schools of Watauga County, 1900-'15; Present position, 1921.
- JENNIE TODD*Supervisor of Women, Penmanship*
Graduate, North Carolina College for Women, 1906; Teacher, Excelsior Graded School, Crumper, West Virginia; Supervisor of Women, Appalachian Training School, 1916—.
- KATHRINE HARWELL.....*Assistant in Art*
Graduate, State Teachers College, Radford, Va.
- MRS. EMMA H. MOORE*Librarian*

MISS LONA MORETZ.....	<i>Matron, Lovill Home</i>
MRS. LILLIE B. HARDIN.....	<i>Matron, New Dormitory</i>
	<i>Student, Appalachian State Normal School.</i>
MRS. V. V. McCONNELL.....	<i>Dietitian</i>

In addition to the regular faculty of the college, several additional members will be added for work here during the summer quarter. The best available will be secured for these positions.

STUDENT ASSISTANTS

BELLE GARLAND.....	<i>Demonstration School</i>
LUCILE LOHR.....	<i>Demonstration School</i>
ETHEL SHARPE.....	<i>Demonstration School</i>
MARGARET WOODWARD.....	<i>Demonstration School</i>
RUTH HONEYCUTT.....	<i>Library</i>
RUBIE PRICE.....	<i>Library</i>
MATTIE B. GORDON.....	<i>Library Demonstration School</i>
ELLA MAY.....	<i>Music Demonstration School</i>
JULIAN C. YODER.....	<i>Chemistry</i>
ZEB. BAIRD VANCE.....	<i>Biology</i>
FRANK HOUSER.....	<i>Biology</i>
GLADYS PAYNE.....	<i>Biology</i>
ELLA MAY.....	<i>Music</i>
CLYDE CANIPE.....	<i>Physical Education</i>
WILLIAM J. FULKERSON.....	<i>Physical Education</i>
SADIE LINDSEY.....	<i>Physical Education</i>

DEMONSTRATION SCHOOLS

ELEMENTARY

CHAPEL WILSON, A.B., A.M.....	<i>Director</i>
JOHN T. HOWELL, B.S.....	<i>Seventh Grade</i>
EULA TODD.....	<i>Seventh Grade</i>
MILDRED RICHARDSON, B.A.....	<i>Sixth Grade</i>
IRENE MCDADE, B.S.....	<i>Fifth Grade</i>
ESTHER FLEMING, B.S.....	<i>Fourth Grade</i>
ANNIE STANBURY.....	<i>Third Grade</i>
JANE G. ELIASON, B.S.	<i>Second Grade</i>
ETHEL BOUSCHELLE.....	<i>Second Grade</i>
ESTELLE PYE, B.S.....	<i>First Grade</i>

GLADYS BOLT, B.A.....	<i>First Grade</i>
KATHRINE HARWELL.....	<i>Art</i>

HIGH SCHOOL

DAVID P. MAST, B.A.....	<i>Principal</i>
RAYMON H. HARMON, B.A., B.S.....	<i>Biology</i>
PAUL R. GOROLY, B.S., Math.....	<i>Physical Ed.</i>
EDNA HOLTZCLAW, B.A., M.A.....	<i>Science English</i>
GRACE GRAYBEAL, B.A.....	<i>English</i>
MARY COFFEY, B.A.....	<i>Latin</i>
MRS. BAXTER LINNEY, B.A.....	<i>English</i>
HELEN DODD, B.S.....	<i>Home Economics</i>
MRS. T. M. GREER.....	<i>History</i>

In addition to the regular teaching force the following workers are on salaries:

MRS. STELLA COFFEY BARNES...	<i>Secretary to the President</i>
MRS. KATRINA WALSH HOWELL...	<i>Secretary to the Registrar</i>
NANCY E. LEWIS.....	<i>Secretary to the Treasurer</i>
R. F. TATE.....	<i>Superintendent of the Power Plant</i>
S. M. AYERS.....	<i>Electrical Engineer</i>
ROBT. L. BINGHAM.....	<i>Superintendent of the Farm</i>
ROBT. COFFEY.....	<i>Building Engineer</i>

FACULTY COMMITTEES

The first name appearing in each group is the chairman. The President of the College is a member ex-officio of all committees.

APPOINTMENT—Rankin, Williams, Wilson.

ATHLETICS—Eggers, G. P., Wilson, Hinson.

CAMPUS—Downum, Norton, Miss Ledbetter.

CREDITS—Wilson, Howell, Eggers, H. E.

DISCIPLINE—Rankin, Sawyer, Eggers, H. E., Miss Todd.

LIBRARY—Eggers, H. E., Wright, Howell, Smith.

PUBLIC PROGRAMS—Rankin, Greer, Miss Rucker, Miss Wary.

SCHOLARSHIP—Wright, Howell, Smith.

SOCIAL LIFE—Mrs. Hinson, Sawyer, Miss Todd, Miss Weaver.

STUDENT ACTIVITIES—Howell, Hinson, Norton, Eggers, H. E.

HISTORICAL

During the summer of 1899, the citizens of Watauga County and elsewhere began a movement to establish a good school in the town of Boone. Land was donated by Mr. D. B. Dougherty, father of D. D. and President B. B. Dougherty, and by Mr. J. F. Hardin. A frame building was erected by the aid of the citizens of the town and by donations.

In the fall, a school was opened, which was called Watauga Academy, under the direction of B. B. and D. D. Dougherty as co-principals. They served the school in the above capacity until the state took over the school in 1903. At that time B. B. Dougherty was county superintendent, while D. D. Dougherty was principal and had the administrative side of the school as well as being an active teacher. In 1921, the school had grown so much that B. B. Dougherty was elected President and D. D. Dougherty was made treasurer and business manager. Both continued to serve the state and school in the above positions until the death of D. D. Dougherty in the spring of 1929, his death occurring on the first opening day of the institution after it had been made into a four-year college. During his long years of usefulness to the institution, he never lost his intense interest in the welfare of the students, the happiness of the faculty, and his love for teaching. No teacher lives more completely in the lives and ideals of his students than does the late Prof. D. D. Dougherty.

Watauga Academy continued for four years.

In the legislature of 1903 Hon. W. C. Newland, of Lenoir, then a member of the state legislature, introduced a bill to make the school a state institution, with an appropriation of \$2,000 annually for maintenance, and \$1,500 for building, when a like amount was raised by the citizens. By the aid of the late Capt. E. T. Lovill, of Boone; Mr. R. B. White, of Franklin County; Mr. Clyde Hoey, of Cleveland County, and Mr. E. J. Justice, of McDowell County, who worked in favor of the bill, the bill became a law on March 9, 1903, and THE APPALACHIAN TRAINING SCHOOL was established.

The school continued to grow and develop under the above name until 1925 when the legislature changed the name to THE APPALACHIAN STATE NORMAL SCHOOL. At that time the appropriation for maintenance was materially increased, with increased appropriation for permanent improvement.

The legislature of 1929 changed the name to the AP-PALACHIAN STATE TEACHERS COLLEGE, increased the appropriation for maintenance and gave the institution the power to confer degrees. The College now compares favorably with like institutions anywhere in the country. Its plant and property is worth about \$1,000,000, its faculty numbers about thirty, its student body near eight hundred during the regular term, over thirteen hundred during the summer. The outlook for its future growth and development is encouraging.

ORGANIZATION

The College is organized on the quarter basis, twelve weeks to each quarter, four quarters to each year.

THE SUMMER QUARTER

The College provides a summer quarter of twelve weeks, divided into half-quarters of six weeks each for active teachers, those preparing to teach, and those students who wish to continue their education during the summer. The work consists chiefly of the regular courses in the various subjects. A special summer-school announcement is issued in March.

PURPOSE

The purpose of the College is primarily and exclusively to train teachers for the elementary and high schools of the state. It endeavors to turn out young men and women who are deeply impressed with the idea that character and service are the highest aims of education.

EDUCATIONAL IDEALS

The educational ideal of the College is, every child in North Carolina to be taught by a teacher of vigorous health, high mentality, broad and thorough scholarship, high professional spirit, genuine skill in the art of teaching culture

in the amenities of life, pleasing personality and sterling character.

To the above purpose and ideal, the College will devote its entire resources and energy in a sincere and whole-hearted manner.

LOCATION

Boone is an attractive mountain town of 2,000 people. It is the county seat of Watauga County. Its streets are paved and recently the far-famed rhododendron has been set on both sides of Main Street through the residential sections of the town. It has a complete water and sewerage system and electric lights. The altitude here is 3,333 feet above sea level. This altitude which gives a cool and refreshing breeze in the summer, an invigorating one during the winter, together with the pure spring water piped from the mountainside 600 feet above the school campus, assures a location surpassed by none in healthfulness.

There are four churches: Adventist, Baptist, Lutheran, and Methodist. Mail and telephone facilities are good. The Bell Telephone Company here has an excellent system with long distance connections with all outside points.

Boone is well located as to highways. Route 60, The Boone Trail Highway, passes through the town from East Carolina, 69 passes through the town running nor and south, while 17 leads from Charlotte and other points southeast into Boone by way of Hickory and Lenoir. The town also has excellent bus lines running out in all directions.

EQUIPMENT

The Site:

The Appalachian State Teachers College campus and lands consist of 550 acres, of which about thirty-five acres are in the campus proper, in the heart of the residential section of Boone, the remainder are in farms and forest lands just out of town. On these farms are produced most of the vegetables, milk, and butter needed in the central dining hall.

A major part of the campus is occupied with buildings. A part of it has been taken up with tennis courts, volley ball courts, and a very good baseball and football field. The campus is being rapidly improved and beautified. Several hundred feet of retaining wall have been constructed from

native rock. An extensive layout of walkways are now being constructed of native rock from the nearby hillsides. The campus is destined to soon be second to none in the state in natural beauty and attractiveness.

BUILDINGS

The College has a total of seventeen buildings, along with a number of homes and cottages for workers and barns for its stock and cattle.

Watauga Academy, a two-story wooden building, the beginning of the College, was built in 1899 by the people of Watauga County and generous friends elsewhere. It is now used as one of the high school buildings.

Old Administration Building is a two-story brick structure. It contains offices, classrooms, and a large auditorium.

Lovill Home is a brick building, has seventy-two living rooms, parlors, society halls, rest rooms and study halls. It is for young women.

Lovill Home Annex is a large wooden building. On the first floor is a hospital and infirmary. The second floor is used for dormitory rooms during the summer.

Science Hall is a brick structure, with basement and two floors. It has eight classrooms, a science lecture room, and a small auditorium.

White Hall is a new and modern dormitory for young women, with all modern conveniences. It will accommodate 150 young women.

New Dormitory. This building was completed and used for the first time during the summer of 1929. It is modern in every respect and fireproof. It is one of the finest in the state.

Justice Hall is a three-story brick dormitory for men. It has living rooms, society halls and parlors. One hundred young men can be accommodated in it.

The four dormitories above are all steam-heated, electric lighted, with running water, both hot and cold, and complete toilet system.

Newland Hall is a three-story wooden building now used as a boarding house. It is equipped with electric lights and running water. Forty students can board here. The rates are slightly higher than in the dormitories.

New Administration Building is a three-story brick structure, modern in arrangement and semi-fireproof. It contains offices of the president, registrar, business manager, twenty-one classrooms, library and reading room and a large auditorium. On the first floor are the Home Economics, Physical, Chemical and Biological Laboratories.

The Gymnasium is comparatively new and one of the best in the state. In the basement is a tile swimming pool equipped with water heaters, circulators and filterers, dressing rooms, showers and toilets. On the second floor are rooms for the apparatus and offices for the directors of Physical Education, a large basket ball court, while the third floor has a running track and three living rooms.

The Central Dining Hall is new and equipped with all modern conveniences and appliances for the storage, keeping, preparing and serving meals to a body of college students. It has large cold storage rooms, refrigerating plant and bakery. This modern and completely equipped dining hall is a great factor in supplying wholesome and nourishing food to the students for the small price charged. About 550 students can be accommodated in this dining hall.

The Demonstration School Building was planned especially for this type of work and fulfils our needs for practice teaching admirably. It has eighteen classrooms, eleven of them connected with smaller rooms for practice teaching, an office for the director, a library, an auditorium and a gymnasium.

New River Light and Power Company Building is a rock and concrete building on New River on the Blowing Rock Road. It furnishes light and power to the school, town, and community.

Central Heating Plant is located on edge of campus next to the railroad. It furnishes heat and hot water to the group of buildings on the main campus. It also has a large steam electric plant which is adequate for supplying the school and town electric current in case of an emergency.

Arts and Crafts Building is a large two-story wooden structure located near the young men's dormitory. On the first floor is a good gymnasium and basket ball court which is used by the high school teams. On the second floor is a

wood-working and carpentry plant. This serves the College for needed work and repairs along this line.

In addition to the above there are a number of homes and cottages near by, owned by the College and used by the working force.

LIBRARY

The library is located on the third floor of the administration building. It has over five thousand volumes especially selected for a teachers college library. - All books are catalogued according to the Dewey System. The library is a designated depository for the U. S. Government publications. During the current year, several hundred of the latest and best books will be added.

READING ROOM

The reading room occupies a part of the third floor adjoining the library. It is well equipped for its purpose and is supplied with the leading daily and many of the weekly newspapers of the state. About fifty of the nation's leading magazines are regularly found here.

SPECIAL FEATURES OF THE SUMMER SCHOOL

Climate. The Appalachian Summer School at Boone is the highest summer school east of the Mississippi River. Boone's altitude of 3,333 feet gives it an altitude of over 1,000 feet more than any other summer school in the South. This assures a summer climate unequaled elsewhere. The days are refreshing and pleasant, and the nights require blankets for comfort. Electric fans are not needed, and not infrequently has it been known to frost in July and August. Here is the coolest place south of the Potomac River. Mountains are on every side, their grandeur indescribable, with hundreds of mountain springs bubbling from the great rocks.

Here the trees are the greenest; the sky the bluest; the water the clearest. "Snow birds build among the Galax and Rhododendron."

Tennis. The school tennis courts on the campus will be in excellent condition for the use of summer school students. A tennis schedule will be arranged to the end that all who desire to participate will have an opportunity to do so. A member of the physical education staff will have charge.

Tennis tournaments for both men and women students will be conducted. Instruction for students who may desire to learn the game will be provided.

Baseball. A baseball league for men students will be organized during each summer session. A series of twilight games will be played.

Swimming. The swimming pool will be available for the use of summer school students. Regular classes with instruction will be organized. Hours for recreational swimming will be announced. An instructor in swimming will be provided so that students who may desire to learn to swim, or to improve their swimming, will find an opportunity to do so.

Trips to points of interest. A number of trips to points of interest will be arranged. These include an excursion over the little narrow-gauge railway—through some of the finest scenery in America—to Johnson City, Tenn.; a trip to the top of Grandfather Mountain, eighteen miles away; trips to Blowing Rock, ten miles away, and trips to several other nearby points of interest.

WHO MAY TAKE THE WORK

Since the summer quarter is an integral part of the year's work, the same entrance requirements prevail as during the regular year. In terms of training and in terms of certificates the following will be entitled to enter the institution and receive credit as indicated:

a. Graduates of standard high schools.

(Beginning with the summer quarter of 1931 this group of students should come prepared to stay for the full quarter of twelve weeks work. No student of this group will be enrolled, nor will credit be given, for less time than a full quarter of work.)

b. Those having one, two or three years' standard college work.

c. Holders of any of the following certificates:

1. Provisional Elementary Certificate.
2. Elementary Class B.
3. Elementary Class A.
4. Primary Class C.
5. Primary Class B.

6. Grammar Grade Class C.
7. Grammar Grade Class B.
8. High School Class C.
9. High School Class B.

SPECIAL NOTE.—The work offered for the renewal and raising of the above High School Certificates will be only for the Certificates in the fields of Mathematics, Physical Education and Science.

Beginning with the summer of 1927, 30 semester hours are required to raise a certificate from one class to another. At the above date, if one had done a part of the work necessary to raise her certificate to a higher class, it will be raised when four summer schools are completed.

NOTE—If you have any question to ask regarding your certificate, you should take it up with Dr. J. E. Hillman, Division of Certification, Raleigh, N. C., and not with this institution.

EXPENSES

The College endeavors to hold the students' expenses to the minimum. The necessary school expenses are held within the reach of that great group of people who want their sons and daughters to have the best in education and training, but not with extravagance and the reckless spending of money. Economy in dress, living habits, and in the spending of money, is encouraged. Many of our students come here and stay nine months and spend only about \$200. The actual college expenses are as follows:

FEEES EACH TERM

Board with room in Lovill Home	\$26.50 and \$27.50
Board with room in Men's Dormitory	26.50 and 27.50
Board with room in White Hall	28.00 and 29.00
Board with room in New Dormitory	29.50 and 31.50
Registration fee (per term of six weeks)	5.00
Act-Library fee (per term of six weeks)	1.00
Tuition (for students outside of N. C.)	3.00

Extra fees are charged for the science and art courses. After registration is completed, a charge of fifty cents will be made for a change in a students course of study.

A later registration fee of \$1.00 will be made for students registering after the second day of each term.

NO CREDIT WILL BE GIVEN FOR REGISTRATION AFTER THE FOURTH DAY.

The above fees for rooms are for two persons to the room. It includes heat, light, hot and cold running water. Each room is furnished with plain but substantial furniture, including a double mattress.

Students must furnish their own bed linens, blankets, pillows, towels and necessary toilet articles. Students are required to keep their rooms in a clean and sanitary way.

The higher rates for rooms in the dormitories are for the front and corner rooms. In writing for room reservation students should indicate type of room desired. Assignments to dormitories are made in order as requests are received.

Persons desiring a room in any dormitory should send \$2.00 with their request for reservation. This amount will be held as a room deposit and will only be returned to the student at the close of the term less any damage to the building or furniture.

Text books will be sold in the Book Room at publishers' prices.

NOTE: The student body voluntarily voted a small athletic fee to be paid by each student on registration. This fund is handled by the student organization for the support of student activities. At present, this fee is \$2.00 per quarter, \$1.00 per six weeks term.

BOARD AND ROOM IN HOMES

Students who prefer board and room in private homes can find ample and satisfactory accommodations in the town for several hundred students. The rates in town are slightly higher than the dormitory rates, usually from about \$32.50 to \$40.00 per term of six weeks. A representative of the College will be on duty during the opening days of each term to assist students who may desire board and room in private homes, to secure desirable and satisfactory accommodations.

REGULATIONS REGARDING WORK IN COLLEGE

Amount of Work in College: Since the summer term is an integral part of the college work, the same standards prevail during the summer as during the regular term as to the **amount** of work one will be permitted to take, and the quality of work to be done.

Students will be permitted to take nine quarter hours (six semester hours) each term. No student will be permitted to take more than this amount of work, unless the student has shown superior ability as a student in this institution. Requests for permission to take more than this amount of work will be passed upon by the Scholarship Committee.

The College reserves to itself the right to refuse graduation to any one whom it deems unworthy of the diploma of the institution or unsuitable for a teacher in the public schools.

SCHOLARSHIP

The standings of a student are indicated by letters, as follows:

A which represents a superior type of work.

B which represents an excellent type of work.

C which represents a good type of work.

D which represents a fair type of work.

E which represents a passing type of work.

F which represents a failure.

Inc.—Incomplete.

Cond.—Conditioned.

A report of "incomplete" means that the student's grade is withheld pending the completion of some required work, on account of illness or other unavoidable circumstances.

A report of "condition" means the student's grade is withheld pending the completion of some required work in which he is delinquent without good reason.

Unless a time limit is set for the removal of "incompletes" and "conditions," students are given one year to remove them. If not removed at the end of one year, they become failures automatically.

Grade points are given as follows:

For grade A, three grade points per credit; for grade B, two grade points per credit; for grade C, one grade point per credit; for grade D, no grade point; for grade E, minus one grade point per credit.

In order to be graduated, a student must have as many grade points as the number of credits required.

A student will be graduated "with honor" if he has twice as many grade points as credits.

A student who has two and one-half as many grade points as credits, with no E grades will be graduated "With Highest Honor."

A student who comes up for graduation with not less than 90 per cent of the required number of grade points may be allowed to continue his work until the required number of grade points is secured. When the required number of grade points is secured, the student may be allowed to graduate.

The examination system of the College is conducted in the same manner as that of any college of good standing. A student who has made a consistently poor record in class may be excluded from the privilege of the final examination.

CLASSIFICATION OF STUDENTS

A student must have credit for forty-two hours work and forty-two grade points before he may be classified as a sophomore. Likewise, he must have ninety credit hours and ninety grade points before he may be classed as a junior, and one hundred and forty-two hours credit and one hundred and forty-two grade points before he may be classed as a senior.

SENDING OUR CREDITS

The College upon request sends to the state department of education, without charge, necessary reports of work done here for certificate credit. Also, upon request and without charge, one complete transcript will be sent to another institution. For additional transcripts, a charge of \$1.00 will be made. The College does not send out official records to individuals, but only to other recognized institutions.

TRAINING DEPARTMENT OF THE COLLEGE

A. ELEMENTARY SCHOOL.

This school is in the demonstration school building adjacent to the campus. Here is a well organized and adequately equipped school of seven grades from the first to the seventh, inclusive. It has an enrollment of about three hundred and seventy-five children, with eleven teachers and a supervising principal. The building was especially planned for practice teaching. It contains eighteen class rooms, eleven of which have two small rooms connecting for student-teaching purposes. In it is an office for the principal, a library with ap-

proximately one thousand volumes, a large auditorium, and a gymnasium. It is equipped with modern seating equipment, electric lights, running hot and cold water, and shower baths. During the fall of 1929 some playground equipment was placed on the ground, and a late model and complete visual education outfit, together with a Victrola, were added to its equipment.

STUDENT TEACHING

In the past, the college has been providing practice teaching during the summer quarter for those students who were planning to graduate at the close of the summer quarter. Due to the fact that much better facilities and training can be had during the regular year for this course, the college is not providing for any student teaching this summer. Any student desiring to take the course here should plan to attend during one of the regular quarters.

OBSERVATION

The demonstration school will be open for observation and inspection during the summer.

THE PLACEMENT OF TEACHERS

One of the important functions of a teachers college is to place its product in positions. In this placement work there are two factors to be considered, viz.: the teacher to be placed and the community to be served. Those in charge of this work must know both, otherwise unfortunate recommendations might be made.

Selection of candidates for vacancies is made after a careful examination of the credentials on file in the office, and frequently only after personal conferences with different faculty members concerning special abilities which the candidate might have or might not have. Candidates are never recommended for positions unless the committee feels confident that the candidate is equal to the position and has good promise as a successful teacher in this position.

Judgment as to a candidate's fitness is based upon statements received from the several faculty members in the college, from the critic teachers in the training schools, and the supervisors of the dormitories. Every effort possible is

made to *know* our students before they are recommended for places.

This placement service is free to both the students and school officials. Any school official needing a teacher is invited to make use of this service. Any service possible will be cheerfully rendered and without cost or obligation.

Positions for which teachers are prepared:

Teachers of Physical Education for Boys
Teachers of Physical Education for Girls
Teachers of Biology
Teachers of Mathematics
Teachers of Chemistry
Teachers of Physics
Teachers of Geography
Teachers of Geography
Teachers in High Schools
Teachers in Junior High Schools
Teachers of the Grammar Grades
Teachers of the Primary Grades

COURSES OF STUDY

In order to be of the greatest possible service to the educational forces of the state; to train and prepare young men and young women for the above fields of service; to carry out the fundamental purpose of the institution; The Appalachian State Teachers College has provided and is offering the following courses of study:

1. Two Year Primary Course, leading to Primary "B" Certificate.
2. Two Year Grammar Course, leading to Grammar Grade "B" Certificate.
3. Four Year Primary Course, leading to B.S. Degree and Primary "A" Certificate.
4. Four Year Grammar Grade Course, leading to B.S. Degree and Grammar Grade "A" Certificate.
5. Four Year Course in Physical Education and Science, leading to the B.S. Degree and High School "A" Certificate in Physical Education and Science.
6. Four Year Course in Physical Education and Mathematics, leading to the B.S. Degree and High School "A" Certificate in Physical Education and Mathematics.
7. Four Year Course in Science and Mathematics, leading to the B.S. Degree and High School "A" Certificate in Science and Mathematics.

TWO YEAR PRIMARY COURSE Leading to the Primary "B" Certificate

FALL QUARTER		WINTER QUARTER		SPRING QUARTER	
Eng. 1—Grammar and Comp.....	4	Eng. 2—Grammar and Comp.....	4	Eng. 3—Grammar and Comp.....	4
Psy. 1—Gen. Psychology	3	Psy. 2—Ed. Psychology	3	Psy. 3—Ed. Psychology	3
Biol. 1—Gen. Biology	3	Biol. 2—Gen. Biology	3	Biol. 3—Gen. Biology	3
Hist. 1—American History	3	Hist. 2—American Hist.....	3	Hist. 3—American Hist.....	3
Art. 1—Fundamentals	4-2	Art. 2—Primary Art.....	4-2	Art. 3—Primary Handwriting.....	3
Mus. 1—Fundamentals	2-1	Mus. 2—Primary	2-1	Mus. 3—Primary	2-1
P. Ed. 1—Athletics	2-1	P. Ed. 2—Athletics	2-1	P. Ed. 3—Athletics	2-1
	17		17		17
SECOND YEAR					
Eng. 12—Primary Literature	3	Ed. 14—Practice Teaching	8	Geog. 1—Principles	3
Biol. 7—Nature Study	3	Ed. 9—Conferences	1	Psy. 5—Child Psychology	3
Ed. 2—Teaching Soc. Sub.	3	Ed. 8—Tests and Measures	2	Soc. 1—Ed. Sociology	3
Ed. 1—Teach. Pri. Reading	3	Art. 8—Art Appreciation	1	Ed. 16—Principles	3
P. Ed. 10—Per. Hygiene.....	3	Writ. 1—Writing	1	Writ. 2—Writing	1
P. Ed. 24—Plays and Games	2	Mus. 8—Music Appreciation.....	2-1	P. Ed. 13—Health and Hygiene....	3
	17	Ed. 10—School Management.....	3	P. Ed. 6—Athletics	2-1
			17		17
THIRD AND FOURTH YEARS PRIMARY COURSE For Those Who Have Completed the Two Year Course					
THIRD YEAR					
Eng. 4—English Literature	3	Eng. 5—English Literature	3	Eng. 6—English Literature	3
Sci.—Elective	3	Sci.—Elective	3	Sci.—Elective	3
H. E. 8—Household Chem.	3	H. E. 9—Nutrition	3	Geog. 3—Economic-Ind.	3
Eng. 15—Oral Expression	3	Eng. 11—Contemporary Lit.....	3	Ed. 5—Primary Arithmetic	3
Psy. 4—Psychology, El. Sch.....	3	Geog. 2—Human	3	P. Ed. 9—Athletics	1
P. Ed. 7—Athletics	1	P. Ed. 8—Athletics	1	Elective	3
	16		16		16
FOURTH YEAR					
Eng. 7—Hist. A. Literature	3	Eng. 8—American Prose	3	Eng. 9—American Poetry	3
Eco. 1—Principles	3	Ed. 5—Teach. Pri. Arithmetic....	3	Govt. 1—U. S. Government.....	3
Ed. 12—Kind. Pri. Theoric.....	3	Ed. 19—History of Education...	3	Ed. 18—History of and Organ.	
Elective	7	Elective	7	Ed. in N. C.	3
	16		16	Elective	7

TWO YEAR GRAMMAR GRADE COURSE Leading to the Grammar Grade "B" Certificate

FALL QUARTER			WINTER QUARTER			SPRING QUARTER		
Eng. 1—Grammar and Comp.	4		Eng. 2—Grammar and Comp.	4		Eng. 3—Grammar and Comp.	4	
Psy. 1—Gen. Psychology	3		Psy. 2—Ed. Psychology	3		Psy. 3—Ed. Psychology	3	
Biol. 1—Gen. Biology	3		Biol. 2—Gen. Biology	3		Biol. 3—Gen. Biology	3	
Hist. 1—American History	3		Hist. 2—American History	3		Hist. 3—American History	3	
Art. 1—Principles	4-2		Art. 6—Grammar Grade Art.	2		Art. 7—Grammar Grade Art.	2	
Mus. 1—Fundamentals	2-1		Mus. 6—Grammar Grade Music.	2-1		Mus. 7—Grammar Grade	2-1	
P. Ed. 1—Athletics	2-1	17	P. Ed. 2—Athletics	2-1	17	P. Ed. 3—Athletics	2-1	17
SECOND YEAR								
Eng. 14—Grammar Grade Lit.	3		Ed. 14—Practice Teaching	10-8		Psy. 5—Child Psychology	3	
Ed. 6—Grammar Grade Arith.	3		Ed. 9—Conferences	2-1		Geog. 3—Economic-Ind.	3	
Ed. 13—Teach. G. G. Eng.	3		Ed. 10—School Management	2		Ed. 16—Principles	3	
Ed. 8—Teach. Soc. Studies	3		Ed. 8—Tests and Measures	2		P. Ed. 13—Health and Hygiene. .	3	
Geog. 1—Principles	3		Writ. 1—Writing	2-1		Writ. 2—Writing	1	
Mus. 8—Appreciation	2-1		Art. 8—Appreciation	2-1		Soc. 1—Ed. Sociology	3	
P. Ed. 25—Plays and Games	2	18			16	Art. 11—Modeling	1	
THIRD AND FOURTH YEARS GRAMMAR GRADE COURSE								
For Those Who Have Completed the Two Year Course								
THIRD YEAR								
Eng. 4—English Literature	3		Eng. 5—English Literature	3		Eng. 6—English Literature	3	
Hist. 4—Modern European	3		Hist. 5—Modern European	3		Hist. 6—European Background. .	3	
Eng. 10—Debating	3		Eng. 11—Contemporary Literature	3		Geog. 5—Conservation	3	
Psy. 4—Psychology El. Sch.	3		Geog. 2—Human	3		Biol. 8—Nature Study	3	
P. Ed. 7—Athletics	1		P. Ed. 8—Athletics	1		P. Ed. 9—Athletics	1	
Elective	3		Elective	3		Elective	3	
	16			16			16	
FOURTH YEAR								
Eng. 7—Hist. A. Literature.	3		Eng. 8—American Prose	3		Eng. 9—American Poetry	3	
Eco. 1—Principles	3		Ed. 19—History of Ed.	3		Ed. 17—Superv. and Adm. El. Ed. .	3	
Biol. 4—Botany	3		Biol. 5—Zoology	3		Govt. 1—American Government. .	3	
Elective	7		Elective	7		Ed. 18—Hist. and Organ. Ed. in	3	
	16			16		N. C.	4	
						Elective	4	

FOUR YEAR PRIMARY COURSE Leading to the B.S. Degree and Primary "A" Certificate

FALL QUARTER		WINTER QUARTER		SPRING QUARTER	
Eng. 1—Grammar and Comp.	4	Eng. 2—Grammar and Comp.	4	Eng. 3—Grammar and Comp.	4
Psy. 1—Gen. Psychology	3	Psy. Ed. —Psychology	3	Psy. 3—Ed. Psychology	3
Biol. 1—Gen. Biology	3	Biol. 2—Gen. Biology	3	Biol. 3—Gen. Biology	3
Hist. 1—American History	3	Hist. 2—American History	3	Hist. 3—American History	3
Art. 1—Principles	4-2	Art. 2—Primary Art.	4-2	Art. 3—Primary Art.	4-2
Mus. 1—Fundamentals	2-1	Mus. 2—Primary	2-1	Mus. 3—Primary	2-1
P. Ed. 1—Athletics	2-1	P. Ed. 2—Athletics	2-1	P. Ed. 3—Athletics	2-1
	17		17		17
SECOND YEAR					
Eng. 4—English Literature	3	Eng. 5—English Literature	3	Eng. 6—English Literature	3
Biol. 7—Nature Study	3	P. Ed. 13—Health and Hygiene..	3	Psy. 5—Child Psychology	3
H. E. 8—Household Chem.	3	H. E. 9—Nutrition	3	Soc. 1—Ed. Sociology	3
Biol. 4—Botany	3	Biol. 5—Zoology	3	Biol. 6—Bacteriology	3
Mus. 8—Appreciation	2-1	Art. 8—Appreciation	2-1	Writ. 2—Writing	2-1
P. Ed. 4—Athletics	2-1	P. Ed. 5—Athletics	2-1	P. Ed. 6—Athletics	2-1
Elective	3	Elective	3	Elective	3
	17		17		17
THIRD YEAR					
Eng. 7—Hist. A. Lit.	3	Eng. 8—American Prose	3	Eng. 9—American Poetry	3
Geog. 1—Principles	3	Geog. 2—Human.....	3	Geog. 3—Economic-Ind.	3
Eng. 15—Oral Expression	3	Eng. 11—Contemporary Literature	3	Ed. 1—Teach. Pri. Reading	3
Eng. 12—Primary Literature....	3	Ed. 19—History of Ed.	3	Ed. 5—Teach. Pri. Arithmetic..	3
P. Ed. 7—Athletics	2-1	P. Ed. 8—Athletics	2-1	P. Ed. 9—Athletics	2-1
Elective	3	Elective	3	Elective	3
	16		16		16
FOURTH YEAR					
Ed. 2—Teach. Soc. Subjects.....	3	Ed. 14—Practice Teaching	8	Ed. 16—Principles	3
Ed. 4—Pri. Materials	3	Ed. 9—Conferences	1	Ed. 18—Hist. and Organ. of Ed.	3
Ed. 12—Kind. Pri. Theory	3	Ed. 10—Sch. Man.	2	Ed. in N. C.	3
Eco. 1—Principles	3	Ed. 8—Tests and Measures	2	Ed. 17—Supr. and Adm. of El.	3
Elective	4	Elective	2	Schools	3
	16		16	Govt. 1—Amer. Govt.	3
				Elective	4
					16

FOUR YEAR GRAMMAR GRADE COURSE

Leading to the B.S. Degree and Grammar Grade "A" Certificate

FALL QUARTER		WINTER QUARTER		SPRING QUARTER	
Eng. 1—Grammar and Comp.	4	Eng. 2—Grammar and Comp.	4	Eng. 3—Grammar and Comp.	4
Biol. 1—Gen. Biology	3	Biol. 2—Gen. Biology	3	Biol. 3—General Biology	3
Hist. 1—American History	3	Hist. 2—American Hist.	3	Hist. 3—American History	3
Psy. 1—Gen. Psychology	3	Psy. 2—Ed. Psychology	3	Psy. 3—Ed. Psychology	3
Mus. 1—Fundamentals	2-1	Mus. 6—Grammar G. Music.	2-1	Mus. 7—Grammar G. Music.	2-1
Art. 1—Principles	4-2	Art. 6—Grammar G. Art.	4-2	Art. 7—Grammar G. Art.	4-2
P. Ed. 1—Athletics	2-1	P. Ed. 1—Athletics	2-1	P. Ed. 2—Athletics	2-1
	17		17		17
SECOND YEAR					
Geog. 1—Principles	3	Geog. 2—Human	3	Biol. 6—Bacteriology	3
Biol. 4—Botany	3	Biol. 5—Zoology	3	Hist. 6—European Backg.	3
Hist. 4—Modern European	3	Hist. 5—Modern European	3	Psy. 6—Adolescent Psychology	3
Psy. 4—Psychology of El. Sch.	3	Psy. 5—Child Psychology	3	P. Ed. 6—Athletics	2-1
P. Ed. 4—Athletics	2-1	Art. 8—Art Appreciation	2-1	Soc. 1—Ed. Sociology	3
Mus. 8—Appreciation	2-1	Writ. 1—Writing	2-1	Writ. 2—Writing	2-1
Eng. 4—Eng. Lit.	3	Eng. 4—Eng. Lit.	3	Eng. 6—Eng. Lit.	3
	17		17		17
THIRD YEAR					
Eng. 7—American Literature	3	Eng. 8—American Literature	3	Eng. 9—American Literature	3
Eng. 10—Debating	3	P. Ed. 13—Health and Hygiene ..	3	Ed. 3—Teach. Soc. Sciences	3
Biol. 8—Nature Study	3	Eng. 14—Grammar G. Literature ..	3	Ed. 6—Grammar G. Arithmetic ..	3
Ed. 19—History of Ed.	3	Geog. 5—Conservation	3	Geog. 3—Economic-Ind.	3
P. Ed. 7—Athletics	2-1	P. Ed. 8—Athletics	2-1	P. Ed. 9—Athletics	2-1
Elective	3	Elective	3	Elective	3
	16		16		16
FOURTH YEAR					
Ed. 7—Principles of Teaching ...	3	Ed. 14—Practice Teaching	8	Ed. 16—Principles	3
Ed. 13—Teach. Eng. G.	3	Ed. 9—Conferences	1	Ed. 17—Super. and Adm. El. Sch. ..	3
Eco. 1—Principles	3	Ed. 8—Tests and Measurements ..	2	Ed. 18—Hist. and Organ. Ed. in	3
Ed. 10—School Management	3	Elective	5	N. C.	3
Elective	4			Govt. 1—American Government ...	3
	16		16	Elective	4
					16

FOUR YEAR COURSE IN PHYSICAL EDUCATION AND SCIENCE

Leading to the B.S. Degree and High School "A" Certificate in
Physical Education and Science

FALL QUARTER		WINTER QUARTER		SPRING QUARTER	
Eng. 1—Grammar and Comp....	4	Eng. 2—Grammar and Comp....	4	Eng. 3—Grammar and Comp....	4
Hist. 1—American	3	Hist. 2—American	3	Hist. 3—American	3
Biol. 1—Gen. Biol.	3	Biol. 2—Gen. Biol.	3	Biol. 3—Gen. Biology	3
Chem. 1—Gen. Chemistry	3	Chem. 2—Gen. Chemistry	3	Chem. 3—Gen. Chemistry	3
P. Ed. 10—Hygiene (per)	3	P. Ed. 2—Anatomy	3	P. Ed. 12—Physiology	3
P. Ed. 1—Athletics	1	P. Ed. 2—Athletics	1	P. Ed. 3—Athletics	1
	17		17		17
SECOND YEAR					
Geo. 1—Principles	3	Geo. 2—Human	3	Geo. 3—Economic-Ind.	3
Biol. 4—Botany	3	Biol. 5—Vertebrae Zoology....	3	Biol. 6—Bacteriology	3
Chem. 4—Organic	3	Chem. 5—Organic	3	P. Ed. 15—Physiology Chemistry	3
Ed. 1—Gen. Psychology	3	Ed. 2—Ed. Psychology	3	Ed. 3—Ed. Psychology	3
Phys. 1—Gen. Physics	3	Phys. 2—Gen. Physics	3	Phys. 3—General Physics	3
P. Ed.—Elective	2	P. Ed. 13—H. Ed. Sch and Com.	3	P. Ed. 20—Physiology of Ex....	2
	17		17		17
THIRD YEAR					
Eng.—A. or English Literature...	3	Eng.—A. or English Literature...	3	Eng.—A. or English Literature...	3
Phys. 4—Gen. Physics	3	Phys. 5—General Physics	3	Phys. 6—Gen. Physics	3
P. Ed. 16—Organ. of P. Ed....	3	P. Ed. 14—Kinesiology	3	P. Ed. 29—Baseball and Track ..	3
P. Ed. 17—Play and Playgrounds	2	P. Ed. 21—Foot B. and Bask. B.	3	P. Ed. 36—Diseases of C.....	3
P. Ed. 18—Playgrounds	2	P. Ed. 23—First Aid	1	P. Ed.—Elective	4
P. Ed. 19—Hist. of P. Ed.....	3	P. Ed.—Elective	3		
	16		16		16
FOURTH YEAR					
Eco. 1—Principles of Eco.	3	Ed. 15—Practice Teaching	8	Ed. 16—Principles	3
Ed. 213—Teach. H. S. Science...	5	Ed. 9a—Conferences	1	Govt. 1—American Government...	3
P. Ed. 28—Teaching P. Ed....	3	Ed. 8—Tests and Measures	2	Ed. 18—History and Organ. Ed.	
P. Ed. 35—Intra-mural Sports...	3	Ed. 2—School Management	2	in N. C.	3
P. Ed.—Elective.....	2	P. Ed.—Elective	2	P. Ed. 30—Phys. Diagnosis	3
				P. Ed. 29—Track and Field.....	2
	16		16	P. Ed.—Elective	2

FOUR YEAR COURSE IN PHYSICAL EDUCATION AND MATHEMATICS

Leading to the B.S. Degree and High School "A" Certificate in
Physical Education and Mathematics

FALL QUARTER			WINTER QUARTER			SPRING QUARTER		
Eng. 1—Grammar and Comp.	4		Eng. 2—Grammar and Comp.	4		Eng. 3—Grammar and Comp.	4	
Hist. 1—American 3			Hist. 2—American 3			Hist. 3—American 3		
Math. 1—Math. Analysis 3			Math. 2—Math. Analysis 3			Math. 3—Math. Analysis 3		
P. Ed. 1—Athletics 1			P. Ed. 2—Athletics 1			P. Ed. 3—Athletics 1		
P. Ed. 10—Hygiene (per) 3			P. Ed. 2—Anatomy 3			P. Ed. 12—Physiology 3		
Sci.—Elective 3			Sci.—Elective 3			Sci.—Elective 3		
	17			17			17	
SECOND YEAR			THIRD YEAR			FOURTH YEAR		
Geog. 1—Principles 3			Eng.—Elective 3			Eco. 1—Principles of Eco. 3		
Psy. 1—Gen. Psychology 3			Math. 8—Analytics 3			Ed.—Teach. H. S. Math. 5		
Math. 4—Col. Algebra 3			P. Ed. 20—Physiology of Ex. 2			P. Ed. 28—Teach. P. Ed. 3		
Phys. 1—Gen. Physics 3			P. Ed. 21—Football and Bask. B. . 2			P. Ed. 35—Intra-mural Sports. . 3		
P. Ed. 3			P. Ed. 23—First Aid 1			P. Ed.—Elective 2		
P. Ed. 2			P. Ed.—Elective 4					
	17			16				
Geog. 2—Human 3			Eng.—Elective 3			Ed. 15—Practice Teach. 3		
Psy. 2—Ed. Psychology 3			Math. 8—Analytics 3			Ed. 9a—Conferences 1		
Math. 5—Solid Geometry 3			P. Ed. 20—Physiology of Ex. 2			Ed. 8—Tests and Measures 3		
Phys. 2—Gen. Physics 3			P. Ed. 21—Football and Bask. B. . 2			Ed. 11—School Management. 2		
P. Ed. 13—Health and Hygiene. . . 2			P. Ed. 23—First Aid 1			P. Ed.—Elective 2		
Elective 2			P. Ed.—Elective 4					
	17			16				
Geog. 3—Economics-Ind. 3			Eng.—Elective 3			Ed. 16—Principles 3		
Psy. 3—Ed. Psychology 3			Math. 9—Hist. of Mathematics. . . 3			Govt. 1—American Government. . 3		
Math. 6—Trigonometry 3			P. Ed. 29—Baseball and Track. . . 3			Ed. 18—Hist. and Organ. Ed. in N. C. 3		
Phys. 3—Gen. Physics 3			P. Ed. 36—Diseases of C. 3			P. Ed. 30—Phys. Diagnosis 3		
P. Ed. 14—Kinesiology 3			P. Ed.—Elective 4			P. Ed. 31—Track and Field. 2		
Elective 2								
	17							
Eng.—Elective 3			Eng.—Elective 3					
Math. 7—Analytics 3			Math. 9—Hist. of Mathematics. . . 3					
P. Ed. 16—Organ. of P. Ed. 3			P. Ed. 29—Baseball and Track. . . 3					
P. Ed. 17—Play and Playgrounds. . 2			P. Ed. 36—Diseases of C. 3					
P. Ed. 18—Playgrounds 2			P. Ed.—Elective 4					
P. Ed. 19—History of Phys. Ed. . . 3								
	16							
Eng.—Elective 3			Eng.—Elective 3					
Math. 7—Analytics 3			Math. 9—Hist. of Mathematics. . . 3					
P. Ed. 16—Organ. of P. Ed. 3			P. Ed. 29—Baseball and Track. . . 3					
P. Ed. 17—Play and Playgrounds. . 2			P. Ed. 36—Diseases of C. 3					
P. Ed. 18—Playgrounds 2			P. Ed.—Elective 4					
P. Ed. 19—History of Phys. Ed. . . 3								
	16							
Eco. 1—Principles of Eco. 3			Ed. 15—Practice Teach. 3			Ed. 16—Principles 3		
Ed.—Teach. H. S. Math. 5			Ed. 9a—Conferences 1			Govt. 1—American Government. . 3		
P. Ed. 28—Teach. P. Ed. 3			Ed. 8—Tests and Measures 3			Ed. 18—Hist. and Organ. Ed. in N. C. 3		
P. Ed. 35—Intra-mural Sports. . . 3			Ed. 11—School Management. 2			P. Ed. 30—Phys. Diagnosis 3		
P. Ed.—Elective 2			P. Ed.—Elective 2			P. Ed. 31—Track and Field. 2		
	16			16				

FOUR YEAR COURSE IN SCIENCE AND MATHEMATICS
Leading to the B.S. Degree and High School "A" Certificate in
Science and Mathematics

FALL QUARTER		WINTER QUARTER		SPRING QUARTER	
Eng. 1—Grammar and Comp.....	4	Eng. 2—Grammar and Comp.....	4	Eng. 3—Grammar and Comp.....	4
Hist. 1—American History	3	Hist. 2—American History	3	Hist. 3—American History	3
Math. 1—Math. Analysis	3	Math. 2—Math. Analysis	3	Math. 3—Math. Analysis.....	3
Chem. 1—Gen. Chemistry	3	Chem. 2—Gen. Chemistry	3	Chem. 3—Gen. Chemistry	3
Biol. 1—Gen. Biology	3	Phys. 2—Gen. Physics	3	Phys. 3—Gen. Physics	3
P. Ed. 1—Athletics	2-1	P. Ed. 2—Athletics	2-1	P. Ed. 3—Athletics	2-1
	17		17		17
SECOND YEAR					
Geog. 1—Principles	3	Geog. 2—Human	3	Geog. 3—Economic-Ind.	3
Math. 4—Solid Geometry.....	3	Biol. 2—General Biology	3	Biol. 3—Gen. Biology	3
Phys. 1—Gen. Physics	3	Math. 5—Col. Algebra	3	Math. 6—Trigonometry	3
Eng. 4—Eng. Literature.....	3	Eng. 5—Eng. Literature	3	Eng. 6—English Literature	3
Phys. 4—Adv. Physics	3	Phys. 5—Adv. Physics	3	Phys. 6—Adv. Physics	3
P. Ed. 4—Athletics	2-1	P. Ed. 5—Athletics	2-1	P. Ed. 6—Athletics	2-1
	17		17		17
THIRD YEAR					
Biol. 4—Botany	3	Biol. 5—Zoology	3	Biol. 6—Bacteriology	3
Chem. 4—Organic	3	Chem. 5—Organic	3	Chem. 6—Qualitative Anal.	3
Geog. 4—Physiography	3	Geog. 5—Conservation	3	Ed. 7a—Prin. H. S. Teach.....	3
Psy. 1—Gen. Psychology	3	Psy. 2—Ed. Psychology	3	Psy. 3—Ed. Psychology	3
Math. 7—Analytics	3	Psy. 2—Ed. Psychology	3	Math. 9—History Mathematics.....	3
P. Ed. 7—Athletics	2-1	Math. 8—Analytics	3	P. Ed. 9—Athletics	2-1
	16	P. Ed. 8—Athletics	2-1		16
FOURTH YEAR					
Eco. 1—Principles	3	Ed. 15—Practice Teach.....	8	Ed. 16—Principles	3
Ed. 213—Teach. Sciences	5	Ed. 9a—Conferences	1	Govt. 1—American Government..	3
Ed. 20—Teaching Mathematics.....	5	Ed. 8—Tests and Measurements..	2	Ed. 18—Hist. and Organ. Ed. in	3
Elective	3	Ed. 11—School Management.....	2	N. C.	7
	16	Elective	2	Elective	7
			16		16

DEPARTMENTS OF INSTRUCTION

ART

ART 1. *Fundamentals of Drawing.* Two hours.

The aim of this course is to teach the fundamental principles of drawing, design, lettering, composition, and color harmony in their application to dress, home, school, and community interests around them; to give students facility and confidence in their ability to draw and illustrate on the blackboard, paper, etc., a wide range of school subjects. Both terms.

ART 2. *Drawing for Primary Grades.* Two hours.

The aim of this course is to give a knowledge of forms familiar to primary grades, to adapt these to simple applied designs. Emphasis is placed on simple problems suitable for primary grades, such as nature drawing, simple lettering, poster making, color study, etc. Prerequisite: Arts 1. Second term.

ART 3. *Industrial Arts for Primary Grades.* Two hours.

This course means more than the commonly conceived notion of "handwork, busy work, etc." "Industrial Arts Education should give to the child an acquaintance with raw products of nature, and the changes made in them so that they may be more usable for food, clothing, shelter, utensils, records as books, tools, machines, etc." The manipulation and work with clay, textiles, wood paper, food, printing, should give the child an understanding of these industries and develop standards and good taste. Prerequisite: Arts 1. First term.

ART 6. *Drawing for the Grammar Grades.* Two hours.

Effort is made to show the relation of drawing to the technique and the teaching of other subjects. In doing this such general topics and principles as the following are considered: Color harmonies and perspective principles of design, illustration and composition, picture study and art appreciation, freehand lettering, poster arrangement, cardboard construction, etc. Prerequisite: Arts 1. Second term.

ART 7. Industrial Arts for the Grammar Grades.

Two hours.

This course is similar to Arts 3, but the contents are worked out so as to meet the needs of grammar grade pupils. Prerequisite: Arts 1. First term.

ART 8. Art Appreciation.

One hour.

A study of the principles of Art as shown in the masterpieces of painting, sculpture, and architecture, with emphasis on showing how the art of a nation reflects its growth. How to teach picture study in the grades is one of the applied problems in this course. Prerequisite: Arts 1. Both terms.

ART 9. Lettering.

Two hours.

This is a study in the principles of lettering in various styles, simple letter form, spacing, design, manuscript writing, the unical and half unical alphabets, a study of the poster, and a historical development of lettering. Offered second term.

ART. 10. Decorative Design.

Two hours.

An elementary course in the study of line, mass, and color as applied to various surfaces and forms. The aim of the course is to stimulate the student's creative ability and develop his power of appreciation. Offered first term.

ART. 11. Clay Modeling.

One hour.

A study of the principles of form, rhythm, and proportion as applied to objects developed in the round, with clay, soap, and other materials as mediums. The work is done from studies of animals and from the human figure. First term.

BIOLOGY

BIOLOGY 1-3. General Biology.

Nine hours.

Introduction to the subject sciences. A foundation course for later study in botany, zoology, physiology, psychology. Topics: Nature and scope of general biology, nature life, protoplasm, cell structures, cell nutrition, cell reproduction, cell behavior, origin, Lamarchism, evolution, Darwinism, mutation theory, mendelism, etc.

NOTE: The above course is the same as Biology 1, 2, and 3 in the regular year and will require the same amount of work. No registra-

tions will be accepted or credit given for six weeks' work in this course. Students desiring this course must register the first term and continue through the second term.

Five recitation and four two-hour laboratory periods per week.

Laboratory fee, \$1.50 per term.

BIOLOGY 5. *General Zoology.*

Three hours.

This study will be devoted to the vertebrates and the theories of their origin and development from lower forms. Stress will be laid on comparative structure and function. Time will be given for a discussion of adaption to environment and of the inter-relations of the vertebrates to a given environment. The course will close with a discussion of geographical distribution, and its effects on animal life. Second term.

BIOLOGY 6. *General Bacteriology.*

Three hours.

Prerequisites: Biology 1, 2 and 3, or equivalent.

This course treats of the morphology and classification of bacteria, yeasts, and molds, their effects on food and their relationship to man. Especial emphasis is placed upon the relation of molds and yeasts to foods and cookery, and upon disease-producing effects of micro-organisms. A study is made of the bacterial count of milk and water, and methods by which they are contaminated. This course is organized into units. Each unit includes assigned readings, laboratory, and investigational work. Prerequisite: Biology 1, 2, and 3 or equivalent. First term.

BIOLOGY 7. *Nature Study. Primary.*

Three hours.

This course is designed to give the primary teacher an acquaintance with and a sense of how to use educationally the natural materials that are a part of the environment of every child. Nature study through observation, studying the common plants, animals, flowers, trees, birds and wild animals. How to collect, organize and present nature study materials to the primary grades. First term.

BIOLOGY 8. *Nature Study. Grammar Grade.*

Three hours.

This course has the same purpose and is worked out along the same general lines as Biology 7, but is worked out so as

to meet the needs of the grammar grade teacher. Second term.

BIOLOGY 9. *Genetics.*

Three hours.

An advanced course in the study of the problems of genetics and eugenics. The study involves a consideration of the more recent advances in these fields. Students of education and sociology will find the work of particular interest and value. Prerequisites: Biology 1, 2, and 3, or equivalent. First term.

EDUCATION 21. *Teaching of Biology.*

Two hours.

A consideration of the science movement in secondary schools and its educational results. A study is made of the fundamental laws of thinking as applied to science teaching. Opportunity will be given for examination of the research literature in the field of science instruction. Materials, texts, and reference books are considered and a suggested course in high school biology is compiled. Methods of instruction are treated, together with laboratory equipment and supplies. Prerequisites: Biology 1, 2, 3, 4, and 5, or equivalent. Both terms.

CHEMISTRY

CHEMISTRY 1-3. *General Chemistry.*

Nine hours.

This course has for its aim the giving of a broad conception of the fundamental principles, laws, and theories of chemical action, thereby laying the foundation for further study in the subject. A detailed study is made of the elements, oxygen, hydrogen, nitrogen, halogens, carbons and other compounds.

NOTE: This course is the same as Chemistry 1, 2 and 3 in the regular year and will require the same amount of work. No registration will be accepted or credit given for six weeks' work in this course. Students desiring this course must register the first term and continue it through the second term.

Five recitation and four two-hour laboratory periods per week.

Laboratory Fee, \$1.50 per term.

CHEMISTRY 4. *Organic Chemistry.*

Three hours.

Prerequisite: Chemistry 1, 2, and 3, or their equivalent.

This is a basic course in organic chemistry. The work

of this quarter will be devoted to a study of the aliphatic compounds. First term.

Two two-hour laboratory and four recitation periods per week.

CHEMISTRY 5. *Organic Chemistry*. Three hours.

A continuation of Chemistry 4. During this quarter work will be devoted to a study of the organic compounds. Prerequisites; Chemistry 4. Second term.

Two two-hour laboratory and four recitation periods per week.

CHEMISTRY 6. *Qualitative Analysis*. Three hours.

A systematic separation of metals and non-metals from unknown solutions and study of the principles of compounds, solution and mass action. Spring quarter.

Two two-hour laboratory and four recitation periods per week.

P. ED. 15. *Physiological Chemistry*. Three hours.

This is a course in physiological chemistry designed for students of health and physical education. The course offers lectures with classroom work with laboratory experiments in applied physiology. The course includes a consideration of the nature of carbohydrates, fats and proteins, the chemistry of digestion and metabolism; the constitution of protoplasm and the typical cell, and the general physiology of the human body from a chemical standpoint. Second term.

CHEMISTRY 9. *Teaching High School Chemistry*. Two hours.

This course is especially designed for students preparing to teach chemistry in high school. The subjects stressed are: fundamental chemical theories, problems, laboratory equipment and technique, the history of chemistry and the psychology of chemistry. Both terms.

EDUCATION

EDUCATION 1. *Teaching of Primary Reading*. Three hours.

This course is designed to furnish the student an understanding of the best methods of reading to children in the first three grades. It includes a brief history of the teach-

ing of beginners to read, including alphabet, phonic, word, and sentence methods; the psychology of the reading process; the formation of right habits initially; the classification of difficulties and suitable techniques for overcoming these difficulties; the importance of methods of conducting oral and silent reading classes; the value of and gradation of phonic work; standards for judging the worth of textbooks for grades one, two, and three; the use of standardized primary reading scales. Demonstration lessons are observed and analyzed. Both terms.

EDUCATION 2. *Teaching of Social Studies* (Group I).

Three hours.

The observance of the anniversaries of historic days, stories and activities relating to Indians and early settlers, stories of Eskimos and of early man; civic virtues chiefly through cooperation in keeping the schoolroom and school yard clean and orderly, but reaching out to cooperation with other groups. Stories, memory gems, songs, games, pictures, and various forms of constructive handwork are utilized to arouse interest, deepen impressions, and fix what has been taught. First term.

EDUCATION 3. *Teaching of Social Studies* (Group II).

Three hours.

This course deals with materials and methods of social studies in grades four, five, six, and seven. Stories, pictures, books, maps, post cards, and a projector are made frequent use of in the work which includes stories of our own country and of our European background; civic virtues leading out to community cooperation and vocational civics. The purpose is to equip the prospective teacher in such a way that children may be informed about history and present social relationships in a way that makes for citizenship. Second term.

EDUCATION 4. *Primary Materials and Methods*. Three hours.

This course deals with the materials and methods of instruction in the primary grades; a study is made of the activity curriculum as set forth in progressive primary schools where the traditional curriculum is being modified by the problem-solving or project type. Attention is given to some

specimen enterprises of school children and how to judge their work. Some consideration is given to the organization of the project with regard to the curriculum content, learning, materials, and methods. First term.

EDUCATION 5. *Teaching of Number—Primary*. Three hours.

This is a course for teachers in primary grades and deals with the ways and means of developing number ideas, of associating number symbols therewith, and of developing skill in manipulating these symbols intelligently. The work includes the fundamental number facts and processes of addition, subtraction, multiplication, and short division with integers, the decimal system of numbers, and the use of very simple fractional parts of numbers. The emphasis is placed on the *how* of the learning of number by children. The history of the teaching of number is also included in this course. First term.

EDUCATION 6. *Teaching of Arithmetic—Grammar Grade*.
Three hours.

This course relates specifically to the teaching of arithmetic in grades four, five, six, and seven. The fundamental processes are applied to larger numbers, accuracy and speed become motives, denominate numbers are introduced, the utilization of fractions is widened and deepened, etc. Children of this age are interested in the utilization of arithmetical knowledge by people in all kinds of business affairs. To direct this interest in such a way as to develop an intelligent understanding of arithmetical processes and problems in the world about them and to develop skill in these processes is the work of the teacher. To develop in the prospective teacher the ability to do this is the object of this course. The giving, scoring, and diagnostic use of arithmetical tests as well as a brief history of the teaching of arithmetic are included in this course. Both terms.

EDUCATION 7a. *Principles of Teaching—High School*.

Three hours.

Similar to course above in principles and methods but contents are for the high school grades. Both terms.

EDUCATION 8. *Educational Measurements.* Two hours.

Investigation of traditional methods of testing and promoting children; study of scientific testing in each of the elementary school subjects with an examination of some of the most widely used tests now published. Study of typical intelligence tests and at least one group test of intelligence. Practical application of the foregoing is made in the training school. Both terms.

EDUCATION 10. *School Management—Elementary School.* Three hours.

This course attempts to give the teacher a broader view of education and a better understanding of the principles of it. The work here is given at the time practice teaching is done. Many of the problems discussed are those that come up while practice teaching is being done. Both terms.

EDUCATION 11. *School Management—High School.* Three hours.

This course is organized for the students planning to enter high school teaching. It attempts to give the students a broader view of education, and the principles which underlie the school's organization and control. Both terms.

EDUCATION 13. *Teaching Grammar Grade English.* Three hours.

This course deals with the methods and materials of teaching grammar, composition and language in the grammar grades. The part English plays in the life of the child will be considered. Both terms.

EDUCATION 16. *Principles of Education.* Three hours.

This course will analyze current educational procedures to discover the principles involved therein. These principles will then be examined in the light of their historic development and also in terms of their realization in current educational practices, in this and other modern nations. Second term.

EDUCATION 17. *Supervision and Administration of Elementary Schools.* Three hours.

This course is designed to acquaint the student with the larger problems of the elementary schools which are included

under the terms supervision and administration, and to prepare the student for service in these fields. Some of the leading topics to be considered are: Graduation, promotion, reports and their interpretation, relation to health officers, attendance officer and parents, re-arranging curricular material for seasonal and local reasons, teachers' meetings, the formation of right attitudes, the development of school spirit, etc. First term.

EDUCATION 18. *History and Organization of Education in North Carolina.* Three hours.

The history and organization of education in North Carolina is an interesting field of study. Its population groups have established schools with varying purposes. The following topics will be studied: The schools of the early days, the rise and development of the academies, the free school act, the "State" high school act, the state teachers colleges, and denominational colleges.

The present organization of education in North Carolina as is reflected in the law and in schools will be studied so that each teacher may be intelligent about the educational system of which he will become a part. Second term.

EDUCATION 19. *History of Education in the United States.* Three hours.

This course aims to give sufficient historical knowledge of the development of educational institutions and the public school system of the United States to enable teachers to intelligently approach the present educational problems. First term.

EDUCATION 20. *Teaching High School Mathematics.*

For a description of this course, see Department of Mathematics. Both terms. Five hours.

EDUCATION 21. *Teaching of Biology.* Two hours.

For a description of this course, see the Department of Biology. Both terms.

EDUCATION 22. *Teaching of Chemistry.* Two hours.

For a description of this course, see the Department of Chemistry. Both terms.

EDUCATION 23. *Teaching of Physics.* One hour.

For a description of this course, see the Department of Physics. Both terms.

ENGLISH

Each of the courses listed below is planned to contribute its respective part in training the student to habits of accurate thought-getting and effective thought-presentation, and in giving him an acquaintance with an appreciation of the English language and literature.

ENGLISH 1. *Grammar and Composition.* Four hours.

This is a fundamental course in college composition, presenting a careful study of the basic facts of technical English. It attempts to correct the errors of both written and spoken language, to discover logical and historical reasons for correct language forms, and to develop skill in recognition and use of these forms. Intensive reading is required. This is a prerequisite to any other course in English. First term.

ENGLISH 3. *English Composition.* Four hours.

This course is a continuation of English 1. Offered second term.

ENGLISH *Composition.* Four hours.

This course is a continuation of English 2. Offered both terms.

ENGLISH 4, 5, 6. *English Literature.* Nine hours.

A review course showing the development of the language in successive periods as an expression of the life and thought of the respective periods. History, language forms, and social ideals will be stressed. As extensive reading as possible will be required, with report and theme work. This is a twelve weeks course. No registration accepted for second term.

ENGLISH 8. *American Prose.* Three hours.

The work in this course will be taken up with the chief American prose writers. A study is made of Irving, Cooper, Hawthorne, Emerson, Thoreau, Lowell, Holmes and some of the writers of lesser note. Second term.

ENGLISH 9. *American Poetry.* Three hours.

The work of this course will be taken up with the chief American poets. A rather intensive study is made of Bryant, Poe, Emerson, Longfellow, Whittier, Holmes, Lowell, Whitman, and Lanier. First term.

ENGLISH 11. *Contemporary Literature.* Three hours.

An appreciation course dealing with the literature of the twentieth century. Most teachers of literature leave the impression that literature must age, like fiddles and wine, before it is fit to use. Such is not the case. Much good literature is being produced every year. After students leave school, it is just the current literature that they will be reading, if they read at all. This course helps them to form a discriminating taste for reading and to acquire a liking for reading, so that after they leave college they will be alive to what the world is thinking, doing, feeling, and sayings. First term.

ENGLISH 12. *Literature for Children.* Three hours.

This course is designed to help the teacher appreciate, choose and present to the early grades the literature of childhood. A survey and classification will be made of Mother Goose, folk and fairy tales, myths, legends, fables, hero tales, nature and realistic stories; also a study and classification of the poetry of childhood. Both terms.

ENGLISH 14. *Literature for Grammar Grades.* Three hours.

The purpose of this course is to acquaint the teacher with the best literature for the grammar grade children, to give him some power in the discrimination of such literature, and to give some knowledge of how to present the literature. Both terms.

ENGLISH 18. *The Romantic Movement.* Three hours.

An intensive study of the history of English Romanticism in the Eighteenth Century. The course includes the poetry of Collins, Gray, Chatterton, Cowper, Blake, Burns, and others. First term.

ENGLISH 19. *The Victorian Poets.* Three hours.

A careful and intensive study of the more significant works of Tennyson, Browning, Wordsworth, Byron, Shelley and Keats. Second term.

GEOGRAPHY

GEOGRAPHY 1. *Fundamentals of Regional Geography.*

Three hours.

A course in systematic geography. A systematic study of climate, using regions of North America as types; Topics: Weather and weather observation; elements of climate, temperature, moisture, winds and pressure, influence of climatic regions upon plants, animals and industrial life. Both terms.

GEOGRAPHY 2. *Human Geography.*

Three hours.

Man must adapt himself to earth conditions. In doing this he modifies somewhat the earth conditions around him, but modifies himself even more. Typical earth conditions in combination are studied with reference to the adaptations made to them by man and the influence of these earth conditions on the types of industry, social organization, and government that have developed. The place and function of applied science in advantageous adaptation is always noted. The purpose of this course is to give a substantial background for effective geography teaching. Second term.

GEOGRAPHY 3. *Economic and Commercial Geography—United States*

Three hours.

A study of geographical features involved in production, consumption and conservation of chief commercial products of the United States. Topics: Food resources, cereals, animals, vegetables, fruits, power, textile industries, etc. First term.

GEOGRAPHY 5. *Conservation of Natural Resources.*

Three hours.

Among the topics considered under this head are water power, soil, metallic mineral deposits, non-metallic mineral deposits, coal and its by-products, giant power and coal, conservation of fresh-water life, conservation of shore life in salt water, conservation of wild life, conservation of forests, conservation of valuable national traits of character, conservation of natural beauty. There are extensive library readings and the class work is of lecture-discussion type. Second term.

GEOGRAPHY 6. *Geographical Influences in American History.* Three hours.

This course takes up the geographic factors that have controlled, to a certain degree, the trend of American history. The drowned river valleys of the Eastern coast, the fall line, the Appalachians and their water gaps, the Mississippi and Ohio, the Great Plains, the Rockies, the Great Basin and Puget Sound will be some of the units treated from this viewpoint. First term.

HISTORY AND THE OTHER SOCIAL SCIENCES

HISTORY 2. *American History—1829-1877.* Three hours.

Economic, political, and social changes of the Jacksonian epoch, slavery, secession, Civil War, reconstruction. Second term.

HISTORY 3. *American History—1877 to 1900.* Three hours.

Rise of the New South, development of political and economic conditions, Spanish-American war, the new nationalism and internationalism. First term.

TEXT: Division and Reunion—Wilson.

HISTORY 6. *European Background for American History.* Three hours.

A course which attempts to emphasize the features in European history that gives an interpretive basis for an understanding of the history of the United States. Only those countries—England, Germany, France—which have had a more or less definite influence on the political, social, and economic history of the United States, will be considered. Second term.

HISTORY 7. *North Carolina History.* Three hours.

General course in the social, political, and economic development of the state. Offered upon sufficient demand.

HISTORY 8. *American Economic History.* Three hours.

Beginning with a brief study of the economic interpretation of history, this course deals with those economic factors that have had deciding weight in determining the outcome of the great crises in American history. First term.

HISTORY 9. *Recent American History.* Three hours.

This is a course in the recent history of America. The topics will include, the American farmer, American laborer, the last frontier, America's part in the World War, the rise of big business, and the movements for world peace. Second term.

SOCIOLOGY 1. *Educational Sociology.* Three hours.

This is an elementary course in Sociology as bearing particularly upon education; a course in which the problems of school organization, management, discipline and instruction, and those naturally arising from the teacher's relation to the community, are approached from the social and sociological point of view. It aims to present just that contribution of sociology that is regarded as essential to successful teaching in the elementary schools. Both terms.

SOCIOLOGY 2. *Rural Sociology.* Three hours.

The design of this course is not to prepare the teacher for the immediate task of teaching in the rural schools; but it is rather to prepare teachers in rural communities to discharge their duties to the community through an understanding of community life. The course is concerned, then, not directly with the rural school but with the rural community. It focuses attention on the community as a social group, just as in Sociology 1 attention is centered on the family as a social group. Topics considered are such as the origin and development of the modern rural community, its population status, its social, economic and religious institutions in their relations to the school, its various types or organization to promote its own welfare, and how the teacher may best aid in such work. Second Term.

ECONOMICS 2. *Principles of Economics.* Three hours.

This course naturally follows, and should be taken, if possible, after Number 1. It is based upon one of the recognized texts in economics. Attention is devoted chiefly to the phenomena of production, distribution and exchange, with a view to preparing the student for the intelligent discussion of the various present day economic problems, such as immigration, the tariff, currency reform, taxation, in-

surance and like topics. Offered upon sufficient demand. First Term.

GOVERNMENT 1. *Government of the United States*

Three hours.

A detailed study of the origin of the federal government; the selection and powers of the president; congress and its relations to the other departments; the federal judiciary; conduct of elections; the actual work of the national government; foreign relations; the preservation of peace and the enforcement of law; the police power and social legislation; relations to the state and local governments. First term.

PHYSICAL AND HEALTH EDUCATION

HOME ECONOMICS 9. *Nutrition.*

Three hours.

The presentation of the fundamental principles of human nutrition, the application of these principles to the feeding of individuals with reference to age, sex, and occupations under varying social and economic conditions. Special attention will be given to the school lunch and to our common food materials and their relation to health. Second term.

PHYSICAL EDUCATION 11. *Anatomy.*

Three hours.

A course in the general anatomy of the human body, a detailed study is made of the bones, joints and muscles, with briefer study of the nervous and vascular system. Second term.

PHYSICAL EDUCATION 12. *Physiology.*

Three hours.

This is a course in general physiology. It treats the functions of the organs of the body, dealing with foods, digestion, metabolism, the respiratory, circulatory, muscular, nervous, and excretory systems, and special senses. First term.

PHYSICAL EDUCATION 13. *Health Education.* Three hours.

In this course the hygiene of the school in its relation to education is considered, with attention to such topics as health examination of children, discovery and treatment of chronic physical defects, control of communicable disease, sanitation of school buildings, heating, ventilation, lighting, cleaning, and hygiene of school instruction. The need and

function of the school physician, of the school nurse, and of the special teacher of health education are considered.

This course also considers the need and principles of health teaching, material, course of study, methods, formation of health habits and related topics. The regular course in health education, with its bibliography, as put out by the State Department of Public Instruction will be the basis of this course, which is designed primarily to give teachers a definite knowledge of the content, sources, and methods of the regular state course. Both terms.

PHYSICAL EDUCATION 14. *Kinesiology*. Three hours.

This is a course in anatomy and kinesiology. It treats the mechanism of movement as applied to the anatomical structure and relation of bones, joints, and muscles, and the laws of physics involved in inertia, leverage, and resistance. A study is made of the muscles used in various gymnastic movements, athletics, and sports, in order to fit teachers better to devise proper exercises particularly of the corrective type, to teach games better, and to coach athletics with less danger to the participants. First term.

PHYSICAL EDUCATION 15. *Physiological Chemistry*.

Three hours.

This is a course in Physiological Chemistry designed for students of health and physical education. The course includes a consideration of the nature of carbohydrates, fats, and proteins, the chemistry and digestion and metabolism; the constitution of protoplasm and the typical cell, and the general physiology from a chemical standpoint of the human body. Prerequisites, Chemistry 1, 2, 3, 4, and 5. Second term.

PHYSICAL EDUCATION 20. *Physiology of Exercise*.

Three hours.

The effects of various kinds of activity upon the numerous physical systems of the body are studied, particularly the activities and movements in gymnastics, dancing, games, athletics, and sports that are likely to cause strain upon the vital organs. Second term.

PHYSICAL EDUCATION 21. *Theory of Football*. Two hours.

A course designed to give men who expect to coach or officiate in this sport an intimate knowledge of the rules,

the technique and the strategy of it. It includes discussion of training, diet, prevention and treatment of injuries, equipment, systems of offense and defense, and hints for playing each position. First term.

PHYSICAL EDUCATION 22. *Teachers' Course in Athletics for Women.* Three hours.

A course designed to give women who intend to coach and manage girls' athletics and officiate in such sports a full technical knowledge of the rules, ways of playing and coaching, and the handling of large numbers in basket ball, baseball, volley ball, track, and field sport. First term.

PHYSICAL EDUCATION 23. *Athletic Training and First Aid.* One hour.

Lectures, demonstrations and practice in first aid treatment of athletic injuries and bandaging. Separate sections for men and women. First term.

PHYSICAL EDUCATION 24. *Plays and Games for Young Children.* Two hours.

This course consists of plays and games appropriate for children in the primary grades. In so far as practicable, the content of the course is based upon the instinctive activities of childhood. Students who expect to teach in primary grades, or young ladies who expect to teach physical education should take this course. Both terms.

PHYSICAL EDUCATION 25. *Plays and Games for the Grammar Grades.* Two hours.

This course is similar to above but adapted to the needs of the grammar grade children. It is planned especially for the grammar grade and physical education teachers. Both terms.

PHYSICAL EDUCATION 27. *Tennis.* One hour.

The fundamental stroke as worked out and the rules and strategy of the game studied. Separate sections for men and women. Both terms.

PHYSICAL EDUCATION 30. *Physical Diagnosis and Anthropometry.* Three hours.

The methods of examination of vital organs and of special senses are studied and demonstrated. Bodily measurements

for the normal individual are given. The measurements of abnormalities and deformities are studied. A careful study is made of anthropometric charts and graphs in relation to different ages, and their use is practiced. Second term.

PHYSICAL EDUCATION 36. *Diseases of Children.*

Three hours.

The symptoms of disease of children are studied, particularly those of the acute communicable diseases, and of malnutrition, tuberculosis, tonsillar and adenoid disease. Such a study is made of the acute communicable diseases, scarlet fever, diphtheria, measles, chicken pox, and the like, particularly as regards to early symptoms, as will fit the teacher to know the type of illness that should be barred from the classroom until the school nurse or physician can be reached. First term.

PHYSICAL EDUCATION 37. *Coaching Basket Ball.* Two hours.

This course will include the principles of the game; requirements for each position, individual and team coaching; systems of offense and defense; value of long and short passing; interpretation of rules; team organizing and training. Separate section for men and women. Both terms.

PHYSICAL EDUCATION 38. *Singing Games.* Two hours.

This course is designed for teachers of the younger children, and includes a program of singing games or simple dramatic actions of songs adapted to school rooms, school yards, playgrounds and gymnasiums. The course emphasizes the fundamentals of music necessary in health and physical education and rhythmic appreciation. The use of the Victrola in Physical Education. Both terms.

PHYSICS

PHYSICS 1, 2, and 3. *General Physics.* Nine hours.

A year's study of the elements of the science from both the theoretical and practical standpoint. Primary consideration is given the fundamental laws and principles which underlie all advanced theories and problems.

This course will require the same amount of work in twelve weeks during the summer quarter as is done in thirty-

six weeks during the regular year. No registrations accepted for six weeks work in this course. Five recitation periods and four two-hour periods per week.

Laboratory fee \$2.00 per term.

PHYSICS 4, 5, and 6. *Advanced General Physics*. Nine hours.

These courses constitute a year's work in advanced physics. It is advisable that students take Mathematics 1, 2, 3, or Mathematics 6 before attempting this course. Prerequisites: Physics 1, 2, 3,. No registrations accepted for six weeks work in this course. Students desiring this course must register in the first term and continue through the second term. Five recitation periods and four two-hour periods per week.

Laboratory fee \$2.00 per term.

ED. *The Teaching of High School Physics*. One hour.

This course deals with the organizing and presenting of Physics in the high school field and the laboratory equipment. Prerequisites: Physics 1, 2, 3. Both terms.

MATHEMATICS

MATHEMATICS 1, 2, and 3. *Freshmen Mathematics*.

Nine hours.

This course covers a full years' work in general mathematics. Especial attention will be given to handling trigonometric functions and logarithms as used in elementary physics. A course planned especially for the student who expects to teach mathematics. A twelve week course.

MATHEMATICS 5. *College Algebra*.

Three hours.

The course covers permutations, partial fractions, logarithms, inequalities, variations, probability, theory of equations, determinants, and graphical representation. First term.

MATHEMATICS 6. *Plane Trigonometry*.

Three hours.

Trigonometric functions, transformations, trigonometric equations, solution of plane, right and oblique triangles, inverse functions, construction of logarithmic and trigonometric tables. Second term.

MATHEMATICS 9. *History of Mathematics.* Three hours.

This course takes up the history of arithmetic, algebra and geometry and considers the importance of mathematics in the history of civilization, and the contribution of mathematics to human knowledge. First term.

EDUCATION 20. *Teaching H. S. Mathematics.* Five hours.

A discussion of the objectives of high school mathematics; a background for appreciation purposes, general principles of secondary education applied to the teaching of mathematics, an acquaintance with mathematical educational materials, and suggestions for auxiliary activities. Both terms.

PUBLIC SCHOOL MUSIC

MUSIC 1. *Fundamentals.* One hour.

Elements of vocal music including a thorough course in notation, sight reading, voice, each training, rhythmic forms and oral and written dictation. Two hours per week. Both terms.

MUSIC 2. *Primary Music.* One hour.

Care and development of the child voice; how to secure good tone; discussion of methods, treatment of monotones, the use of the songs, singing games, dramatization and folk dances on a basis for the development of the child's tonal and rhythmic senses; practice teaching during class period as a preparation for teaching music in the primary grades and the acquirement of a repertoire of children's songs. Two hours per week. Second term.

MUSIC 3. *Primary Music.* One hour.

A continuation of Music 2. above. Two hours per week. First term.

MUSIC 6. *Grammar Grade Music.* One hour.

Presentation of all problems of sight singing and theory. The use of various types of systematic drill for securing accurate and rapid sight singing. Practice teaching during class period as a preparation for teaching music in the grammar grades. Students are led to formulate good methods from principles set forth. Two hours per week. Second term.

MUSIC 7. *Grammar Grade Music.* One hour.

A continuation of Music 6 above. Two hours per week. First term.

MUSIC 8. *Music Appreciation.* One hour.

A course in constructive listening designed to acquaint students with standard vocal and instrumental compositions. Biographies of great musicians, examples from early church and folk music emphasized. A part of this work will be done in actual contact with the children of the demonstration school. Two periods per week. Both terms.

PSYCHOLOGY

PSYCHOLOGY 1. *General Psychology.* Three hours.

This is the foundation course in Psychology and designed to furnish a clear understanding of mental life. A thorough study of the nervous system as it functions in sensation, perception, instincts, feelings and emotions is an important part of the course. Lectures, classroom discussions and reports and laboratory experiments all bear on stimulus-response psychology. Required of all students. First term.

PSYCHOLOGY 2. *Elementary Educational Psychology.*

Three hours.

This course considers the child from the point of view of its physical, mental, moral, and social development. It stresses individual differences and the pedagogical treatment of each child as a result of these differences. The laws of learning as they apply to the mastery of school subjects are given attention and the native interests and appeals of children are studied. Second term.

PSYCHOLOGY 3. *Educational Psychology.* Three hours.

This course deals largely with the learning process as it functions in school work. Special attention is given to methods of learning, association, memory, and habit. The principles involved are illustrated by class experiments. First term.

PSYCHOLOGY 5. *Childs Psychology.* Three hours.

The purpose of this course is to give the student a better understanding of the physical and mental development of

children from birth to adolescence. The course includes a study of the influence of the heredity and environment, innate tendencies and capacities, the moral and religious development of the child, language and speech development, individual differences and their significance in education, the adjustment of school work to the welfare of the child. Both terms.

PSYCHOLOGY 6. *Psychology of Adolescence.* Three hours.

This course deals with the psychology of adolescence. It considers the physical, mental, moral, and social changes which are characteristic of this period, and aims to create a sympathetic attitude on the part of the teacher for this most interesting of all periods of development. Second term.

WRITING

WRITING 1. *Writing.*

The purpose of this course is to train the teacher not only to improve his own writing but to be able to teach the child in the elementary grades how to write. The course consists of a study of standard forms, blackboard work, and methods of teaching. It is planned especially for those taking a two-year curriculum. Both terms.

WRITING 2. *Writing.*

This course is a continuation of Writing 1. During this course the student will be taught the use of the various writing scales. Both terms.

SPECIAL ANNOUNCEMENT

Beginning with the summer quarter of 1931 the Appalachian State Teachers College will not enroll high school graduates for work in the summer quarter for less time than twelve weeks. High school graduates just out of high school who plan to enter here this summer, should come prepared to stay for the full quarter of twelve weeks.

High school graduates expecting to enter the teaching field are required to earn one full year of college credit before any certificate will be issued them by the State Department of Education. Students expecting to have the credit transferred to another institution can transfer a quarter's work to better advantage than six weeks work. Students expecting to continue their work in this institution can do so to better advantage by completing the full quarter of work.

Then it appears that the above change in program for the high school graduates just out of high school should be to their advantage. Special arrangements and provisions have been made to take care of this group of students this summer in their twelve weeks course to better advantage than ever before.